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## Project Title: The Health and Wellness Project

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### The target student population

Age/level of education: *College (Third to fourth semesters)*

Language (optional): *Vietnamese*

Proficiency level (see the ACTFL Proficiency Guidelines and Can-do Statements)

(1) Rank your students' relative mastery of the three modes of communication (interpersonal, presentational, and interpretive). Assume a "typical" learner profile.

*Interpersonal > interpretive > presentational*

*(oral > written) (listening > reading) (speaking > writing)*

(2) Rank your students' mastery of the four skills (listening, reading, speaking, writing)

*Listening: Intermediate Low -Mid*

*Speaking: Intermediate Low-High*

*Reading: Intermediate Low-Mid*

*Writing: Intermediate Low-Mid*

Is this a mixed class? - Yes

### Theme and problem

(1) The theme of the project: *Health and Wellness*

(2) The real-world problem or driving issue being addressed through this project:

*How to create a practical health and wellness information session that addresses concerns about a healthy lifestyle and diet for Vietnamese Americans.*



## The product(s)

*What is/are the products? Is the problem or driving issue addressed by the product(s)?*

Students will have the choice to make a variety of products related to health issues and wellness that will reach out to the Vietnamese American community.

- **Print/publication:** Poster/Infographic, PPT, Survey, etc
- **Website:** Google Site/ Facebook Page/Wix/ Professional website, etc
- **Media products:** Audio and video clip on Podcast/ Youtube, Instagram, etc

*What skills and modes of communication does the creation of this product require?*

Presentational: All products (Oral and written presentational)

Interpersonal: Interviews for media products, Livestream program, discussion when students present their products at the end of the project.

Interpretive: All products involve collecting and processing information in the target language, both in the written and spoken language.

*What is/are the proficiency level(s) associated with the product(s)?*

This is a mixed class, so the proficiency levels vary from IL to IH.

- **Print/publication:** Poster/ Infographic, PPT, Survey, etc (Intermediate Low-Mid)
- **Website:** Google Sites Facebook Page/Wix/ Professional website, etc (Intermediate Low-Mid)
- **Media products:** Audio and video clip on Podcast/ YouTube, Instagram, etc (Intermediate Low-High)

*Are these input oriented products or output oriented products?*

Products are output-oriented.

*Are there authentic models and sources of information in the target language available to students? Are these accessible?*

Yes. The teachers can provide a variety of online resources from the internet, for example:

1. **Print Product:**

**Infographic:** [LINK](#)

**Survey questions:** <https://www.surveymonkey.com/r/HQPSJCS>;

[https://docs.google.com/forms/d/e/1FAIpQLSfqxXQc6CyRFmXn29d\\_ryMVzoslHYnnldvxJaKyCggLmBGIDA/viewform?fbclid=IwAR0XbTgwmeqJ3ciOQVfBj2NFGT69DC2BNgu-yEzCPELd3fmiol5mXMJEKSA](https://docs.google.com/forms/d/e/1FAIpQLSfqxXQc6CyRFmXn29d_ryMVzoslHYnnldvxJaKyCggLmBGIDA/viewform?fbclid=IwAR0XbTgwmeqJ3ciOQVfBj2NFGT69DC2BNgu-yEzCPELd3fmiol5mXMJEKSA)

**Recipes for healthy diet:** <https://www.pinterest.com/pin/382172718379561582/>;  
<https://www.sgtiepthi.vn/mon-ngon-lanh-manh-goi-y-ba-mon-salad-ngon-voi-bo-ga-tom>

## 2. Media Product:

- [https://www.youtube.com/watch?v=0LcfGtwDe6U](https://www.youtube.com/watch?v=0LcfGtwDe6U;);
- <https://www.youtube.com/watch?v=k6dq6Gy7RUE>
- <https://www.youtube.com/watch?v=Foslbrlow7o>

## 3. Website Product:

- <https://truejuice.vn/> (<https://blog.truejuice.vn/thu-thach-7-ngay-green-fit-ngay-7/>)
- <https://emmaphamkitchen.com/>
- [https://www.facebook.com/bepchaylienrom/photos\\_albums](https://www.facebook.com/bepchaylienrom/photos_albums)
- <https://vietnamese.cdc.gov/coronavirus/2019-ncov/index.html>

*What are some of the main grammar points that learners need to master in order to produce these products? How are these taught?*

Students who work on this project have completed several lessons on various themes and topics such as: food, restaurant and cuisine, shopping, daily routine, leisure and sport activities, healthcare. etc. When students focus on the healthy diet, the Vocabulary on food (was introduced in previous lessons), nutrition, health, and wellness, with grammar structures will be introduced in the sample materials so that students can collect question formation for interview, and instructions for cooking recipes (written language). Students have learned and will also focus on basic language for presentation so they can present their products. All will be addressed with resources and samples that are given during class.

## The process

General description of the process:

There will be **three cycles** of working with information, one for each product. **Each cycle will consist of information gathering, processing, and presenting.** (details below)

These are some samples for three types of products for the project. Teachers can provide a variety of online resources from the internet, for example:

### 1. Print Product:

**Infographic:** [LINK](#)

**Survey questions:** <https://www.surveymonkey.com/r/HQPSJCS>;

[https://docs.google.com/forms/d/e/1FAIpQLSfqxXQc6CyRFmXn29d\\_ryMVzoslHYnnldvxJaKyCqgLmBGIDA/viewform?fbclid=IwAR0XbTqwmeqJ3ciOQVfBj2NFGT69DC2BNgu-yEzCPELd3fmiol5mXMJEKSA](https://docs.google.com/forms/d/e/1FAIpQLSfqxXQc6CyRFmXn29d_ryMVzoslHYnnldvxJaKyCqgLmBGIDA/viewform?fbclid=IwAR0XbTqwmeqJ3ciOQVfBj2NFGT69DC2BNgu-yEzCPELd3fmiol5mXMJEKSA)

**Recipes for healthy diet:** <https://www.pinterest.com/pin/382172718379561582/>;  
<https://www.sgtiepthi.vn/mon-ngon-lanh-manh-goi-y-ba-mon-salad-ngon-voi-bo-ga-tom>

### 2. Media Product: Shows/ interviews

- <https://www.youtube.com/watch?v=0LcfGtwDe6U>;
- <https://www.youtube.com/watch?v=k6dq6Gy7RUE>
- <https://www.youtube.com/watch?v=Foslbrlow7o>

3. **Website Product:** Websites in various formats to provide information and communication to target audience who are interested in healthy diet and healthcare/wellness.

- <https://truejuice.vn/> (<https://blog.truejuice.vn/thu-thach-7-ngay-green-fit-ngay-7/>)
- <https://emmaphamkitchen.com/>
- [https://www.facebook.com/bepchaylienrom/photos\\_albums](https://www.facebook.com/bepchaylienrom/photos_albums)
- <https://vietnamese.cdc.gov/coronavirus/2019-ncov/index.html>

What does the **information-gathering** (also called *information collecting*) stage of your project look like?

As students brainstorm the theme, they will start collecting relevant samples for three types of products

- **Print/publication:** Poster/ Infographic, PPT, Survey, etc (Intermediate Low-Mid)
- **Website:** Google Site/Facebook Page/Wix/ Professional website, etc (Intermediate Low-Mid)
- **Media products:** Audio and video clip on Podcast/ Youtube, Instagram, etc (Intermediate Low-High)

What does the **information processing** and **information presenting** stage for each of your product(s) look like?

PRINT PRODUCT

The information processing stage and presenting stage for the **Print product** will take place over three class meetings:

Infographic + Survey questions: Each student will collect from the Internet 3 authentic Infographic and 2 survey question forms in Vietnamese and upload their infographics in canvas/ task 1.

**Infographic:** [LINK](#)

**Survey questions:** <https://www.surveymonkey.com/r/HQPSJCS>;

[https://docs.google.com/forms/d/e/1FAIpQLSfqxXQc6CyRFmXn29d\\_ryMVzoslHYnnldvxJaKyCggLmBGIDA/viewform?fbclid=IwAR0XbTgwmeqJ3ciOQVfBj2NFGT69DC2BNgu-yEzCPELd3fmioI5mXMJEKSA](https://docs.google.com/forms/d/e/1FAIpQLSfqxXQc6CyRFmXn29d_ryMVzoslHYnnldvxJaKyCggLmBGIDA/viewform?fbclid=IwAR0XbTgwmeqJ3ciOQVfBj2NFGT69DC2BNgu-yEzCPELd3fmioI5mXMJEKSA)

**Recipes for healthy diet:** <https://www.pinterest.com/pin/382172718379561582/>;  
<https://www.sgtiepthi.vn/mon-ngon-lanh-manh-goi-y-ba-mon-salad-ngon-voi-bo-ga-tom>

Day 1, in-class work: Working in groups, students will consult their repository of sample infographics to figure out what is a healthy diet and how much Vietnamese people care about this. A class discussion of each group's findings will follow, and each group will create a survey question to examine the Vietnamese American's awareness about healthy diet. At the end of class, each group will turn in survey questions and receive an exit card grade.

Students can sign up to work in groups or individuals to complete the Infographic/survey questions or recipes for healthy diet. Students can also discuss the health issues that American people are concerned about as well.

Homework: Each student will send the survey questions to 5 people to get information about awareness of a healthy diet. They will turn it in and receive a homework grade.

Day 2, in-class work: Working in groups, students will report the information from the survey questions. In addition, they will make a list of important vocabulary and expressions that appear in the infographics and survey responses. Each group will present their survey reports and the outline for the infographics. At the end of class, each group will turn in their final outline of the infographic and receive an exit card grade.

Homework: Drawing on both of their lists and their edited versions, each group will create an infographic and turn it in the next class. They will receive a homework grade for this work.

Day 3, in-class work: Working in groups, students will present and listen to each other's Infographic and turn in feedback for an exit card grade. This work will be interspersed with short class discussion of issues that come up. The instructor will review each student's near final version of their infographic and return comments, suggestions, corrections, etc.

Homework: Students will incorporate this feedback to create the final version of their infographic.

## MEDIA PRODUCT

The information processing stage and presenting stage for the **Media products** will take place over 2 or 3 class meetings:

The Media product: Students will be given samples of interviews and collect 1-2 interviews and will upload on a class common page.

Students will be asked to watch or listen to 3 out of 5 one-on-one audio/videos where Vietnamese professionals, including dietitian, sport management specialist, personal coach, internal medicine physician, are interviewed on the topics of health, food, and sports. Students will see the relationship between these fields and combine trends. Glossary will be provided.

#### Samples:

1. [https://www.tiktok.com/foryou?lang=en&is\\_copy\\_url=1&is\\_from\\_webapp=v1&item\\_id=6823960982486846721#@boytevietnam/video/6823960982486846721](https://www.tiktok.com/foryou?lang=en&is_copy_url=1&is_from_webapp=v1&item_id=6823960982486846721#@boytevietnam/video/6823960982486846721) (exercise, nutrition and health in COVID time, Dr. Luu Ngan Tam)
2. <https://www.youtube.com/watch?v=qKqOhPOangw> (interview with ordinary people about diabetes)
3. <https://www.youtube.com/watch?v=yOdaJloCs6M> (Smart nutrition and hypertension)
4. 9. <https://www.youtube.com/watch?v=pw28895wgEA> (interview with Hoang Thanh Trung-professional tennis player about nutrition and sport)
5. <https://podcasts.apple.com/us/podcast/ts-bs-lê-thi-tuyết-phương-giải-đáp-tất-tần-tật-về-bệnh/id1495624569?i=1000467058883> (interview with Dr. Le Thi Tuyet Phuong, 4:40-9:40 about liver disease)

Students can work in groups or individual (single-person groups). Each group will also find 1-2 interviews in the same theme in Vietnamese.

Students will make a list of questions asked and upload them on the common class page.

This section will take 3 class meetings

Day 1, in-class:

Instructor presents the interview videos in brief. Students create a list of questions commonly found in those interviews. They will discuss in groups about the points addressed in each answer. Students submit a skit of their interview (greetings, questions, closing) or come up with a summary for one interview as an exit card.

Day 2, in-class:

Students work in groups discussing which 5 questions they are going to ask if they are interviewers and the answers if they are the interviewees. They can also let their peers read the skit and provide comments and to do a drill on interviews. Participation is graded.

Day 3, in-class:

Students will interview each other according to the practiced questions and answers, they can add more as needed.

Homework-Product: Students prepare scripts for the recorded interview, record the interview (between students or with guest of their choice), edit, and post on YouTube/podcast or other media channel

\*Students can choose to create Vietnamese subtitles for an interview of the same theme.

This product is graded on the completion and quality.

## WEBSITE PRODUCT

The information processing stage and presenting stage for the Website product will take place over two class meetings:

Day 1, in-class work: Students will work in different groups to research and analyze websites that provide information and connect people who are interested in healthy diet and wellness. Students will work on their own driving questions and decide what type of website they will use for their project. Students will browse two more websites and exchange in groups the disadvantage and advantage of each type

Homework: Each student will use the note from Day 1 to create an outline of their own website. They will turn it in and receive a homework grade.

Day 2, in-class work: Students will work on their own or their groups to organize and include all products (print and media products) in the website. Students will discuss the way to launch the products and reach out to the community and the audience.

Homework: Students will be given time to complete the website. The presentation will be the next follow-up step.

### Assessment

*How are the intermediate (i.e. non-final) pieces of the product being assessed? (e.g. daily exit cards)*

The exit card will be applied as the way to connect with and keep track of students' work:

Exit cards will be given each day for the work accomplished in class. The exit cards will be returned with feedback and a holistic grade (0 points for not doing the work, 1 point for doing some of the work, and 2 points for getting the basic work done). The exit cards will be discussed in class, to provide further guidance for improving on the work done.

*How is the final product being assessed?*

The final products can be assessed by a rubric that offer the assessment on students' work during the process

The final products will also be assessed by the quality of the products and peer review when students review and evaluate their classmate work before the modify and submit the final products for grading.

Participation can be assessed by supervising the discussions and graded as satisfied/unsatisfied

*How are students held accountable for individual, as well as group work?*

There will be a rubric right from the beginning with expectation and guideline for the project and students (individual/groups) including timeline. Students will submit a proposal with their own driving question for the project as well as the proposed assignment to each member of the groups. This means students will make the timeline of how they complete the project, especially if they work in groups. Students know the deadline to submit their final work as a class, but the proposal should give details/scaffolding steps and work contributed by each member of the group. For example, a group can work together and assign who will work on the survey questions, who will conduct the survey or communicate with the target group of audience, who will process the data from the survey.

### Implementation of the Principles of Differentiated Teaching

*How is instruction being differentiated to respond to the needs of learners at different levels of readiness or with different interests, needs, and motivations?*

The multiple opportunities for editing provided for each product - and which include individual, group and instructor edits - are designed to differentiate instruction by learner needs. Also, during class, the instructor uses flexible grouping to meet with students that need extra help or two pair up students for collaborative learning.

*If this is a mixed class, what is being done to address the needs of both populations (i.e., HLLs and L2Ls)?*

- Utilize the different reading materials that vary in difficulty for heritage and L2 students.
- Provide various options for how students approach the activity, whether it be individually or working in groups.
- Assess students' work in a manner that matches their skill level (e.g., create different rubrics to match a student's level).
- Form the group work based on the same interests to get students engaged with their work.

Students can sign up for the tasks that they can do well, or they want to focus on for improvement (Sometimes L2 students can perform better with writing skill (Written presentation mode) while Heritage Language learners can perform better during the presentation and Q/A session (Oral presentation mode and Interpersonal Mode)

### Other uses and adaptations

*What are some ways in which this project can be adapted? For example, how can it be used at a different educational level or at other proficiency levels?*

Instead of 3 products in a sequence, students have the option to choose at least two products as long as their products reach out to the target community of Vietnamese Americans and get feedback and review from the audience.